

ט' חשון, תשע"ב
6 נובמבר, 2011

לכבוד
גב' מריסה גרוס
מרכזת בתחום הערכת איכות והבטחתה
המועצה להשכלה גבוהה
רחוב ז'בוטינסקי 43
ירושלים

שלום רב,

הנדון : דו"חות הוועדה להערכת איכות הלימודים במדע המדינה ויחסים בינלאומיים
מכתבכם מיום 19 בספטמבר 2011

מצ"ב התייחסותנו לדו"חות הוועדה להערכת איכות הלימודים במדע המדינה ויחסים בינלאומיים, הנוגעים לבית ספר לאודר לממשל, דיפלומטיה ואסטרטגיה, בשפה האנגלית, כמבוקש.

בכבוד רב,



פרופ' רפי מלניק
משנה לנשיא לעניינים אקדמיים

העתק : פרופ' רייכמן - נשיא
פרופ' מינץ - דיקן בית ספר לאודר לממשל, דיפלומטיה ואסטרטגיה
ד"ר זימרמן - מזכיר אקדמי וראש רשות המחקר

Recommendations

With regard to the *general goals* of the Lauder School, the committee recommends:

- that the School establishes more concrete milestones to accomplishing its mission and that it monitors progress more rigorously through regular and frank self-evaluation;

The Dean of the Lauder School has initiated discussion with faculty members to define these goals and milestones, including recommendations on how to monitor progress. The first meeting was held on October 31, 2011. Additional meetings will be held throughout the year.

- that the School increases the diversity of its international student body;

We have students from over 80(!) different countries, including diplomats stationed in Israel (e.g., from Nigeria, Ghana, Czech Republic), professionals from countries such as Serbia, Hong Kong, Singapore, visiting clergy, local Arab and refugee students (for whom we have special scholarship funds), and students who come from Europe, Latin America, and North America to study in our programs either at the BA or MA level. We have noted that the extraordinary diversity of the student body is one of the most rewarding aspects of the IDC and the Lauder School, both for students and faculty.

- that the IDC continues improving the situation of the library, which currently has far too few titles or copies for a major political science program.

The Dean and Deputy Dean met with the Head of the IDC library and discussed concrete ways the IDC will undertake to improve its library collection in political science, international relations and public policy and administration

With regard to the *study programs*, the committee recommends

- to increase the number of course offerings in Middle Eastern politics which seems to be of great relevance to the program *and to hire additional faculty in this area;*

There are a number of BA level courses and a BA cluster (minor) in Middle Eastern studies. In 2010-11 a number of courses on the Middle East were added to the MA program (a research seminar, an elective, and a simulation program-elective; in 2011-2012 one of the leading scholars of the Middle East is returning to us and will be offering a seminar on Islam in the MA program.

- to consider the adoption of at least one required course in the humanities in general and in history in particular, or, alternatively, to direct students to the relevant courses during orientation week;

It should be pointed out that since the original report was written, the IDC has added a requirement that all students take 4 General Studies electives. The Lauder School will recommend that within these courses students take Humanities and particularly History courses. However, it should also be pointed out that, the Lauder School is the only department in the country, aside from the Hebrew University, that requires an Introduction to Modern History course for all first year students. There is also a History of the Modern Middle East course (required for some students) and a number of other courses such as (but not only) a course on the Cold War or the course on the EU that incorporate a good deal of history.

- to increase the number of *inter-disciplinary courses*, above and beyond inter-disciplinarity in programs;

With regard to the interdisciplinary nature of the program, aside from required courses from different disciplines, there is a need to integrate interdisciplinary methods in additional courses. This is already being done in the first year required course Globalization and a number of the cluster courses such as the courses on Russia, China and Japan, for example, which do bring cultural, economic, and historic as well as political approaches to their topics.

- to consider more methodology courses in the MA program (including qualitative methodology) enabling students to acquire tools necessary to do independent research in advanced stages of their studies;

We have added a course in Advanced Research Methods and have invited Prof. Zeev Maoz to teach a quantitative course at our program in 2012. In 2013, we will add a course in qualitative methodology and several workshops on related topics and approaches. Some of the research seminars in our program do concentrate on qualitative in addition to or rather than quantitative methodology (e.g. Decision-making for National Security; Issues in the Arab-Israeli Conflict). In consultation with the Maxwell School Program in Qualitative Research, we will try to prepare a course in Qualitative Research Methods to be added to the two existing courses in Research Methods and Advanced Research Methods.

- to assign fewer courses at the MA level, but with more credit hours, thereby allowing more energy to be devoted to the subjects of a given course and improving the quality of the courses;

The recommendations of the Committee were very much in the direction that we have been going with regard to the MA program. As a result of our own evaluation and that of graduating students, a decision was taken to reduce the number of courses, to increase from 2 to 3 the hours in as many courses as possible and to offer more seminars. The first steps in this direction were taken last year with the introduction of a number of research seminars; a far more extensive change is being prepared for next year (2012-2013). At the same time, we continue to increase the number of courses given in two parallel groups so as to limit class size.

- to increase the number of obligatory seminars on the MA level

The first steps in this direction were taken last year with the introduction of a number of research seminars; a far more extensive change is being prepared for next year (2012-2013).

- to reduce the centrality of Teaching Assistants in the study programs and to considerably limit the number of BA students per Teaching Assistant;

We have limited the number of courses a TA can do per year and the total number of students per TA.

- not to use MA students as Teaching Assistants for MA level classes and to make sure that MA Students do not grade other MA students' work;

Only graduates of MA programs can grade in our MA program. Those who have not received an MA are not allowed to.

- to have regular faculty rather than adjuncts teach introductory classes in the BA program and to be attentive about quality control in *this context*;

Once we hire 3-4 additional faculty members (hopefully this year and next), we will assign regular faculty to teach introductory courses in the BA program. We will also increase the number of regular faculty teaching in the first year BA program.

- to ensure that Instructors provide thorough written evaluations of student papers on all levels;
The Dean has met with faculty members, including adjuncts and asked them to do so.

- to communicate better the commitment of the institution to the students as a hugely important factor in the scholarly community on campus in general and in the Lauder School in particular;

To be done in our beginning of the year meetings with students and their representatives.

- to consider establishing a Ph.D. program in cooperation with departments at other leading Israeli universities.

We will submit a proposal for a Ph.D. program to the MALAG.

With regard to *faculty* and *research*, the committee recommends

- that an effort be made to hire faculty in Middle Eastern politics which appears to be particularly relevant for the various study programs;

We plan on hiring more faculty members this year and next. Some of these will offer courses in Middle East Politics

- that the ultimate criteria for faculty assessment and promotion be qualitative and that publication of books with major university presses should be regarded as major accomplishments in this context;

A book published by leading university press is already regarded as a major accomplishment with regard to both recruitment and tenure and promotion.

- that the imbalance in the publishing record of the faculty be corrected through an adequate incentive system.

The IDC now offers significant incentives to faculty to publish in top journals and important university presses.